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ABSTRACT

In an effort to develop stronger guidance and counseling programs for vocational education, career counseling instruments were designed to objectively record and relate all variables which guidance personnel and vocational teachers normally evaluate as they interview and counsel students for program placement (one instrument for each of four programs representing four different service areas). The instruments were then field tested at four geographic sites in vocational service areas which have traditionally been in high demand. Data collected produced findings in four areas: (1) Correlations between the instrument's prediction and instructor's prediction of student job placement, (2) correlations between the instrument's prediction and guidance counselors' prediction of student job placement, (3) correlation between two similar career counseling instruments and the instructor's prediction, and (4) results of field testing the counselor handbook. Based on the correlation scores, it was concluded that the instruments are excellent predictors of student job placement. Guidance counselors also appeared to have very little difficulty in using the handbook to develop instruments. A bibliography, correspondence, the 15 revised career counseling instruments developed, and sample forms are included in the document. (RG)

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ED130166

Final Report Project No. 58-75D

June 1976

The Development and Field Test of an Objective Career Counseling Instrument

Project Staff

Dr. J. L. Wircenski, Project Director
and Principal Investigator
Ms. Jude Wood, Project Secretary

VT-103-400

Department of Industrial Education
Purdue University

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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INFORMATION SHEET

A. Kind of Project: (check one)

1	x	Experimental	4 ___ Demonstration
2	x	Developmental	5 ___ Evaluative
3	___	Pilot	6 ___ Exemplary

B. Population

TYPE		NUMBERS (affected by project)
A	Disadvantaged	A _____
B	Handicapped	B _____
C	Migrant	C _____
D	Minority	D _____
E	Combination of the above	E 373
F	Other _____	F _____

GROUP

1	Pre-school	1 _____
2	Elementary	2 _____
3	Junior High School	3 _____
4	Middle School	4 _____
5	Senior High School	5 x
6	Postsecondary	6 _____
7	Adult	7 _____
8	University	8 _____
9	Employer	9 _____
10	Employee	10 _____
11	Citizens	11 _____
12	Parents	12 _____
13	Combination of the above _____	13 _____

LOCALITY (check the one which encompasses the locality involved)

a	National	a _____
b	State	b x
c	Region	c _____
d	District	d _____
e	County	e _____
f	Area	f _____
g	Community	g _____
h	School Corporation (LEA)	h x

Acknowledgements

The project director would like to thank Mr. Don K. Gentry, Executive Officer/State Director of Vocational Education; Mr. Ed Hornback, Coordinator, Research and Exemplary Projects; Mr. Richard M. Wysong, Division of Vocational Education; and the State Board of Vocational and Technical Education for their moral and financial support of the project. To Mr. Jack Apple, Director, A. K. Smith Area Career Center; Mr. Don Pennington, Director, and Mr. Clarence Austin, Principal, J. Everett Light Career Center; Mr. Michael Vietti, Director, and Mr. Steve Hewlet, Career Coordinator, Porter County Career Education Cooperative; Mr. Rod McKinney, Director, Benton Community School Corporation; and Mr. Anthony Wesolowski, Director, and the guidance staff of the Four County Area Vocational Cooperative, I wish to express many thanks for their helpfulness in providing guidance and assistance in gathering information for the project.

A special debt of gratitude is owed to all personnel who participated in the study, especially the following:

J. Everett Light Career Center

Ms. Maridee Cutter
Ms. Joanne Jones
Mr. Fred Mackey
Mr. William Sharp
Mr. Bob Stewart

Porter County Career Education Cooperative

Mr. Don Dick
Mr. Steve Doak
Ms. Doris Hildrith
Mr. Tom Kosika
Ms. Cindy Stalbaum

A. K. Smith Area Career Center

Mr. Paul Brammel
Mr. Paul Byrd
Mr. Jim Dry
Ms. Ruth Balles
Ms. Sherley Wengun

Benton Community School Corporation

Ms. Connie McIntyre
Ms. Wilma Osterhoff

Jerry L. Wircenski
Project Director and
Principal Investigator

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I. STATEMENT OF THE PROBLEM

It has been projected that by 1980 a college education will be necessary for only about 20 percent of all jobs and that technical education beyond high school will be sufficient for about 25 percent of all jobs. If these projections are true, the traditional academic stress of our secondary school system renders little service to the remaining 55 percent for whom a high school education may be terminal (Rhodes, 1969).

The percentage of unemployment among young people between the ages of 16 and 21 is on the rise. Statistics show that unemployment was 29 percent in 1969, as compared with 19 percent in 1966. It is the aim of vocational education to check the growth of these percentages by providing young people with job orientation and training so that they leave school with salable skills (Rhodes, 1969).

The construction of area vocational schools to handle the higher percentage of vocational students has resulted in greater numbers of students per program and a greater number of candidates as well. With this increased emphasis on vocational education, the task of career counseling students for placement in vocational programs becomes more complex.

It has been common practice in the past to accept students indiscriminately to fill vocational classes. But when applicants exceed available openings, career counseling

decisions must be made regarding which students are to be counseled into which programs.

Will the student's choice of program be the best choice he can make? Are the students who are placed the ones most likely to achieve success in the program? Will the counselor have time to apply a more discerning process? Such questions point to the need for an objective and practical instrument for career counseling students.

Students in the lower academic ranks are often excluded from the opportunity to participate in special training programs because career counseling may be based on the criteria used for counseling students for college. Yet these are the students who need skill training most to survive.

Thorndike and Hagen (1959) point out that, while there has been some success in predicting academic success for college students, educators have been consistently ineffective in predicting occupational success.

Stock and Pratzner's (1969) review of more than forty years of research on student selection attests to the persistent inadequacies of guidance/selection methods at the high school level. Their review reveals that grades, aptitude testing, interest, motivation, and other variables have been individually experimented with as predictors of future performance in training programs of many types. It concludes, however, that more effort will be required to identify and measure the non-intellectual variables relevant to vocational behavior.

It was therefore the purpose of the project to objectively record and relate all of the variables which guidance personnel and vocational teachers normally evaluate as they interview and counsel students for program placement.

II. OBJECTIVES

Based on the statement of the problem, the objectives for the project were as follows:

1. To design career counseling instruments to objectively record and relate all the variables which guidance personnel and vocational teachers normally evaluate as they interview and counsel students for program placement (one instrument for each of four (4) programs, representing four (4) different service areas).
2. To field test the career counseling instruments by correlating them with the vocational teacher's prediction of student job placement.
3. To field test four (4) selected career counseling instruments by correlating them with a guidance counselor's prediction of student job placement (one instrument for each of four (4) programs).
4. To field test four (4) selected career counseling instruments by correlating them with a vocational teacher's prediction of student job placement at a <u>different</u> geographic location.

5. To design a guidance counselor handbook for developing career counseling instruments at the local level.
6. To field test the guidance counselor handbook.

III. PRIORITY AREA

The project aligned itself with the priority projects (page 93, Indiana State Plan for Vocational Education, Fiscal Year 1975) for the development of new approaches to guidance and counseling to develop stronger guidance and counseling programs.

The project was directed at four vocational programs representing four vocational service areas which have traditionally been high student demand programs. Four geographic locations in the State of Indiana were utilized as field-test sites. The four geographic locations, service areas, and programs that participated in the project were as follows:

SCHOOL	PROGRAM	SERVICE AREA
1. Benton Community Schools Fowler	Home Economics Related Occupations	Home Economics
2. J. Everett Light Career Center Indianapolis	Construction Trades	Trade and Industrial Education
	Marketing/Merchandising I, II	Distributive Education
	Health Occupations	Health Occupations
	Secretarial Office Laboratory	Business and Office Education
3. A. K. Smith Area Career Center Michigan City	Building Trades	Trade and Industrial Education
	Distributive Education	Distributive Education

	Cooperative Office Education	Business and Office Education
	Commercial Foods	Home Economics Education
4. Porter County Area Career Education Cooperative Valparaiso	Building Trades	Trade and Industrial Education
	Dental Health	Health Occupations
	Distributive Education	Distributive Education
	Intensive Office Education	Business and Office Education
	Health Occupations	Health Occupations

IV. PROCEDURES

The project director contacted the local vocational directors in order to ascertain interest in participating in the study (see Appendix A). After meeting with the local administrators, four (4) vocational programs were selected. Each program was to represent a different vocational service area. Every attempt was made to identify high student demand programs at each school yet still maintain at least 2-3 "common" programs at all four sites.

A total of thirteen (13) vocational teachers (out of sixteen) had developed fifteen (15) career counseling instruments (Objective 1). (See Appendix B for copies of the fifteen (15) revised instruments.) A follow-up was made with the three teachers who did not develop instruments. Since no response was received, the project director queried the local director, at which time the decision was made to drop those programs from the study.

For field-test purposes, each student enrolled in the participating programs was provided a career counseling

instrument, as well as two (2) supplemental teacher rating sheets (see Appendix C for a copy of the four supplemental teacher rating sheets). There were a total of three-hundred-seventy-three (373) student-career counseling instruments used in the study, in addition to a control group of eighty-six (86) students (Objectives 2 and 4).

The field-test copy of the guidance counselor handbook, "Developing Career Counseling Instruments" (a revised copy is submitted under separate cover with this report), was written and prepared for field testing (see Appendix D) (Objectives 5 and 6).

After all data were collected, the vocational teachers ranked their respective students on the basis of student job placement (see Appendix E). The students were also ranked in each program by means of the career counseling instruments developed by the vocational teachers and also by the guidance staff at one of the sites (Objectives 3 and 4). The results of the rankings were then correlated with the instrument's ranking made on the basis of objective and subjective criteria collected. An item analysis was also conducted on each criterion of the fifteen career counseling instruments for revision purposes.

V. ANALYSIS PROCEDURES

The career counseling instruments developed by the vocational teachers were validated by correlating their results with the instructor's prediction of student job placement.

The guidance staff at one of the sites also ranked the students enrolled in five programs on the basis of personal interviews and personnel records. Both rankings were then compared with the ratings according to the instructor's prediction of student job placement. The data were evaluated by means of the Spearman Rank Correlation (RHO) (Siegel, 1956).

VI. DISCUSSION OF FINDINGS

The findings of the study are reported in four segments. They are (1) career counseling instrument's correlation with instructor's prediction of student job placement, (2) career counseling instrument's correlation with guidance counselors' prediction of student job placement, (3) the correlation between two similar career counseling instruments and the instructor's prediction of student job placement, and (4) the results of field testing the guidance counselor handbook.

A. Correlations With Instructors

Table 1 shows the correlation scores between the career counseling instrument's prediction and the instructor's

TABLE 1

CORRELATIONS BETWEEN CAREER COUNSELING INSTRUMENT'S PREDICTION AND INSTRUCTOR'S PREDICTION OF STUDENT JOB PLACEMENT

	BENTON COMMUNITY SCHOOLS				J. EVERETT LIGHT CAREER CENTER					PORTER COUNTY CAREER EDUCATION COOP.					A. K. SMITH AREA CAREER CENTER			
PROGRAM	Bld. Tr.	HERO	Bus.	D.E.	DE I	DEII	Bld. Tr.	Hlth.	Bus.	D.E.	Bld. Tr.	Dental	Bus.	Hlth.	Bld. Tr.	D.E.	Bus.	Fds.
GROUP SIZE	-	8	-	-	23	9	26	17	13	28	24	13	21	18	21	18	21	9
CORRELATIONS	-	.14	-	-	.71	.57	.54	.73	.23	.57	.27	.41	.60	.59	**	.58	.74	.65
SIGN. AT .01 LEVEL YES/NO	-	NO	-	- *	YES	NO*	YES	YES	NO	YES	NO	NO	YES	YES	-	YES	YES	NO*

* - significant at .10 level

** - insufficient data

prediction of student job placement and tests for significance at the .01 level. The .01 level of significance was selected because a high degree of confidence in correlation relationships was desired. If there is significance at the .01 level, there is a direct positive relationship between variables; and the possibility of achieving the same results by chance are only 1 in 100.

A review of the data reported in Table 1 reveals that the correlation scores range from a low of .14 to a high of .74. The tests for significance reveal that eight (8) of the fourteen (14) career counseling instruments developed by the project director, vocational teacher, and guidance staff had a direct positive correlation with the instructor's prediction of student job placement. Two additional program instruments, Foods and DE II, were significant at the .10 level. It can therefore be concluded that the career counseling instruments are an excellent predictor of student job placement for eight (8) programs and good predictors for two (2) additional programs.

B. Correlations With Guidance Counselors

Table 2 presents the correlation scores between the career counseling instrument's prediction and the guidance counselors' prediction of student job placement and tests for significance at the .01 level. Examination of Table 2 reveals that the correlation scores of the counselors' prediction of student job placement range from a low of .03 to

TABLE 2

CORRELATIONS BETWEEN INSTRUCTOR'S PREDICTION
AND GUIDANCE COUNSELORS' PREDICTION OF STUDENT JOB PLACEMENT
AND BETWEEN INSTRUCTOR'S PREDICTION
AND CAREER COUNSELING INSTRUMENT'S PREDICTION OF STUDENT JOB PLACEMENT

	PROGRAM #1	PROGRAM #2	PROGRAM #3	PROGRAM #4	PROGRAM #5
INST S-P VS. GC-P	.33	.73	.15	.03	.40
SIGN. AT .01 LEVEL YES/NO	NO	NO	NO	NO	NO
INST'S-P VS. CCI-P	.71	.57	.54	.73	.23
SIGN. AT .01 LEVEL YES/NO	YES	NO	YES	YES	NO

INST'S-P - Instructor's - Prediction

GC-P - Guidance Counselors' - Prediction

CCI-P - Career Counseling Instrument's - Prediction

a high of .73, whereas the correlation scores of the career counseling instrument's prediction of student job placement range from .23 to .73. The tests for significance at the .01 level reveal that there were no direct positive correlations between the counselors' prediction and student job placement in each of the five programs tested. On the other hand, the tests for significance at the .01 level indicate a direct positive correlation between the career counseling instrument's prediction and student job placement in three (3) of the five (5) programs. It therefore can be concluded that the career counseling instruments are a better predictor (3 out of 5 programs) of student job placement as compared with the guidance counselors (0 out of 5 programs).

C. Correlations Between Programs

Table 3 shows the correlation scores between the two career counseling instruments' prediction of student job placement and tests for significance at the .01 level. Four

TABLE 3

CORRELATIONS BETWEEN INSTRUCTOR'S PREDICTION AND OTHER CAREER COUNSELING INSTRUMENTS' PREDICTION OF STUDENT JOB PLACEMENT AND BETWEEN INSTRUCTOR'S PREDICTION AND INSTRUCTOR'S CAREER COUNSELING INSTRUMENT'S PREDICTION OF STUDENT JOB PLACEMENT

PROGRAM	BUSINESS	HEALTH	D.E.	BUILDING TRADES
INST'S-P VS. OTHER CCI-P	.49	.59	.52	.79
SIGN. AT .01 LEVEL YES/NO	NO*	YES	YES	YES
INST'S-P VS. INST'S CCI-P	.60	.59	.71	.54
SIGN. AT .01 LEVEL YES/NO	YES	YES	YES	YES

* - significant at .05 level
INST'S-P - Instructor's - Prediction
OTHER CCI-P - Other Career Counseling Instrument's - Prediction
INST'S CCI-P - Instructor's Career Counseling Instrument's - Prediction

programs, each representing a different service area, were selected. For each program, the prediction from the career counseling instrument developed by that program's instructor was correlated with the prediction of an instrument developed by an instructor from a different school, but of a similar program. In other words, one Distributive Education instrument was used with another Distributive Education program, and the like. The correlation between the career counseling

instrument's prediction of student job placement developed for a similar program and the instructor's prediction ranged from a low of .49 to a high of .79. The correlation between the career counseling instrument's prediction of student job placement developed by that program's instructor and the instructor's prediction ranged from a low of .45 to a high of .71. The tests for significance at the .01 level indicate that the instruments developed by the program instructor had a high degree of positive correlation for all four (4) programs. Conversely, the instruments developed by another instructor for a similar program had a high degree of positive correlation in three (3) out of four (4) programs tested. It therefore can be concluded from the findings that career counseling instruments developed by the program instructor are better predictors of student job placement (4 out of 4 programs) than instruments developed by another instructor for a similar program (3 out of 4 programs).

D. Field Testing Guidance Counselor Handbook

The guidance counselor handbook, "Developing Career Counseling Instruments", was field tested with fifteen (15) guidance counselors (see attached supplemental document). The result of the field-test experience reveals that none of the counselors experienced any difficulty in following the self-instruction approach in completing the field-test activity. Each counselor was successful in developing one career counseling instrument. Comments from several of the counselors

were extremely positive in regards to this type of approach. As a result of the field-test experience, the handbook was then revised after a few minor changes.

VII. EVALUATION

Evaluation of the project was provided by means of continuous interaction and input from the project participants, as well as the local school administrators. This continuous interaction enabled the project director to interface the local school needs with the project's objectives at all times.

In conjunction with the participants' evaluation, the Research Coordinating Unit of the Division of Vocational Education and the project's monitor provided periodic evaluation of the project's activities.

The project's product evaluation was discussed under Section V, Analysis Procedures.

VIII. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Based on discussions with the project's participants and local administrators, as well as the findings of the study, the following conclusions can be drawn:

1. Based on the correlation scores, career counseling instruments are excellent predictors of student job placement.
2. Based on the correlation scores, career counseling instruments developed by the vocational teachers

and guidance personnel are better predictors of student job placement than are guidance counselors.

3. The use of career counseling instruments can make the task of career counseling easier for guidance personnel.
4. The use of career counseling instruments is an objective system whereby student program placement is accountable to parents, administrators, and the like.
5. The use of career counseling instruments more nearly insures that student interests and abilities match various program demands.
6. Based on correlation scores, career counseling instruments developed by the program instructor are better predictors of student job placement than are instruments developed by a similar program instructor.
7. The use of supplemental teacher rating sheets is an acceptable approach to gather subjective criteria, i.e., attitude, responsibility.
8. Guidance counselors appeared to have very little difficulty developing career counseling instruments by means of the handbook.

B. Recommendations

The findings and conclusions of this study seem to support the following recommendations:

1. It is recommended that this project be replicated in other schools in the State of Indiana.
2. It is recommended that a follow-up be conducted with the participating programs to further correlate the revised career counseling instruments.
3. It is recommended that the project continue to expand field testing of career counseling instruments between geographic locations.
4. It is recommended that the guidance handbook, "Developing Career Counseling Instruments", be expanded to include the implementation of career counseling instruments in the local schools.
5. It is recommended that the project be expanded at three of the sites to include additional vocational programs which are characterized by high student interest.

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FINANCIAL STATEMENT FOR FINAL REPORT ENDING 6/30/76
(Date)

Project Number 58-75-D

ITEMS	Project Budget FY 1975-76		Total Expenditures on Project		End of Project Balance:	
	Agency	Federal	Agency	State/Federal	Agency	State/Federal
A. DIRECT EXPENDITURES			Purdue			
1. Personnel (includes clerical)		$6,350.00		$6,424.58		($74.58)
2. Contractual services						
3. Employee benefits		860.00		856.04		3.96
4. Travel		630.00		604.15		25.85
5. Supplies and materials		200.00		172.78		27.22
6. Communications (include phone calls, printing, Publication/Duplicating)		380.00		362.45		17.55
7. Properties (rentals or purchase of equip.)						
8. Facilities						
9. Product production and dissemination						
10. Project Evaluation						
B. INDIRECT EXPENDITURES			$4,400.84			
C. TOTAL EXPENDITURES		$8,420.00	$4,400.84	$8,420.00		$- 0 -

Richard M. Wysong
Project Monitor

Ref: 8923-55-1416

Director: J. Wircenski

LEA: Purdue Research Foundation

Financial Officer: M.A. Szczepanski 6/30/

Dat

23

16

XI. APPENDICES

APPENDIX A: LETTERS TO VOCATIONAL DIRECTORS

PURDUE UNIVERSITY
SCHOOL OF TECHNOLOGY
WEST LAFAYETTE, INDIANA 47907

Michael Golden Labs
DEPARTMENT OF
INDUSTRIAL EDUCATION

April 18, 1975

Mr. Jack Apple,
Vocational Director
Michigan City Area Vocational
School
817 Lafayette St.
Mich. City, In. 46360

Dear Mr. Apple,

Enclosed you shall find a copy of the December '74 American Vocational Journal article which serves to outline the student selection instrument as per our conversation.

If I can be of further assistance please feel free to contact me at (219) 493-3182.

Professionally,

Jerry Wircenski

JLW:ks
Encl.

Michael Golden Labs

April 18, 1975

Don E. Pennington, Vocational Director
MSD of Washington Township
1605 East 86th Street
Indianapolis, Indiana 46240

Dear Don:

Enclosed you shall find six copies of the December '74 American Vocational Journal article and one partial copy of the project proposal outlining the total scope of the project.

I can fully understand your concern for the use of the J. Everett Light staff and faculties. So if you have any reservations, following our discussion on April 23, by all means - say so. I do not want to pilot and field test an idea if you personally do not feel that it is in the best interest of the J. Everett Light staff. I can honestly say I understand your concerns.

Professionally,

Jerry Wircenski

JLW:ks
Encl.

Michael Golden Labs

April 18, 1975

Roderick A. McKinney, Director
of Vocational Education
Benton Community School Corporation
P.O. Box 512
Fowler, Indiana 47974

Dear

Enclosed you shall find a copy of the December '74 American Vocational Journal article which serves to outline the student selection instrumant as per our conversation.

If I can be of further assistance please feel free to contact me at (219) 493-3182.

Professionally,

Jerry Wircenski

JLW:ks
Encl.

BEST COPY AVAILABLE

Michael Golden Labs

April 18, 1975

Michael T. Vietti, Director
Porter County Career Education
507 Campbell Street
Valparaiso, Indiana 46383

Dear

Enclosed you shall find a copy of the December '74 American Vocational Journal article which serves to outline the student selection instrument as per our conversation.

If I can be of further assistance please feel free to contact me at (219) 493-3182.

Professionally,

Jerry Wircenski

JLW:ks
Encl.

PURDUE UNIVERSITY
SCHOOL OF TECHNOLOGY
WEST LAFAYETTE, INDIANA 47907

DEPARTMENT OF
INDUSTRIAL EDUCATION

Michael Golden Labs

Enclosed are letters of instruction and forms for your teachers involved with the student selection project. Please distribute at your earliest convenience. I think the instructions are self explanatory. They will be ranking their class from the best student to the worst based on whatever criteria has been employed in the selection of these students. Just for your information the best student is the student who should best profit from the courses and its objectives. He or she is the student who the course is intended to serve.

If I can be of any assistance please feel free to contact me at 317-493-3182.

Professionally yours,

Jerry L. Wircenski

JLW:ks

Encl.

APPENDIX B: 15 REVISED CAREER COUNSELING INSTRUMENTS (COPIES AVAILABLE FROM PROJECT DIRECTOR)

Rating Code:
G = Guidance
I = Instructor
T = Teacher

Benton Central High School
Home Economics Related Occupations

Name_____

CRITERIA	SCALE		POINTS
Attitude (Ave. of 3) T/I	Poor – Fair – Good – Excellent 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	Rating Points	15
Responsibility (Ave of 3) T	0 10 20 30 40 50 60 70 80 90 100 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	Perc. Points	15
Attendance G	20 15 10 5 0 0 1 2 3 4 5 6 7 8 9 10	Days Absent Points	10
Grades G	F F+ D- D D+ C- C C+ B- B B+ A- A 0 3 5 4 2 1	Grades Points	5
Employability (Ave. of 3) T	Poor – Fair – Good – Excellent 0 5 10	Rating Points	10
Ability to Work With Others (Ave of 3) T	0 10 20 30 40 50 60 70 80 90 100 0 1 2 3 4 5 6 7 8 9 10	Perc. Points	10
Health (Ave. of 3) T	0 10 20 30 40 50 60 70 80 90 100 0 1 2 3 4 5 6 7 8 9 10	Perc. Points	10
Interest in HERO I	Poor – Fair – Good – Excellent 0 2 5 8 10	Rating Points	10
Trustworthy (Ave. of 3) T	Poor – Fair – Good – Excellent 0 1 2 3 4 5 6 7 8 9 10	Rating Points	10
Instructor Recommendation I	Poor – Fair – Good – Excellent 0 1 2 3 4 5 6 7 8 9 10	Rating Points	10
			100

Rating Codes:
G = Guidance
I = Instructor
T = Teacher

J. Everett Light Career Center
Distributive Education

Name_____

CRITERIA	SCALE		POINTS
Grades G	F F+ D- D D+ C- C C+ B- B B+ A- A 0 2 4 9 10 9 7 6	Grades Points	10
Attendance G	+ 15 10 5 0 0 1 2 3 4 5 6 7 8 9 10 11 13 15	Days Absent Points	15
Ability to Get Along With Others (avg. of 3) T	Poor Fair Good Excellent 0 4 8 10	Rating Points	10
Attitude (average of 3 req.) T	Poor Fair Good Excellent 0 5 10 15	Rating Points	15
Counselor Recommendation G	Poor Fair Good Excellent 0 2 4 6 8 10 12 13 14 15	Rating Points	15
Instructor Recommendation T/I	Poor Fair Good Excellent 0 2 4 6 8 10 12 13 14 15	Rating Points	15
Employability T/I	Hard to Place Average Easy to Place 0 5 10 15	Rating Points	15
Student Career Objective I	Poor Fair Good Excellent 0 2 4 5	Rating Points	5
	Add five points for one semester of _____speech	5	105

Rating Code:
G = Guidance
I = Instructor
T = Teacher

J. Everett Light Career Center
Building Trades

Name_____

CRITERIA	SCALE	POINTS
Attendance G	+ 15 10 5 0 Days Absent 0 1 2 3 4 5 6 7 8 11 13 15 Points	15
Grades G	F F+ D- D D+ C- C C+ B- B B+ A- A Grades 0 3 5 8 10 8 7 Points	10
Attitude (avg. of 3) T	Poor Fair Good Excellent Rating 0 4 8 10 Points	10
Student Interest in Program I	Little Good Considerable Rating 0 2 4 6 9 10 11 12 13 14 15 Points	15
Teacher Recommendation (avg. of 3) T	Poor Fair Good Excellent Rating 0 1 2 3 4 5 6 7 8 9 10 0 4 6 8 10 Points	10
Counselor Recommendation G	Poor Fair Good Excellent Rating 0 1 2 3 4 5 6 7 8 9 10 0 4 6 10 Points	10
Math Grades G	F D- D D+ C- C C+ B- B B+ A Grades 0 1 3 5 8 10 7 6 4 Points	10
Ability to Get Along With Others (avg. of 3) T	Poor Fair Good Excellent Rating 0 4 8 10 Points	10
Responsibility (avg. of 3) T	Poor Fair Good Excellent Rating 0 4 8 10 Points	10
		100

Rating Code:
G = Guidance
I = Instructor
T = Teacher

J. Everett Light Career Center
Health Occupations

Name_____

CRITERIA	SCALE		POINTS
Grades G	F F+ D- D D+ C- C C+ B- B B+ A- A 0 2 3 5 4	Grade Points	5
Attendance G	+ 20 15 10 5 0 0 1 2 3 4 5 6 7 8 9 10 12 15	Days Absent Points	15
Attitude (Ave. of Three) T	Poor Fair Good Excellent 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	Rating Points	15
Employa-bility T/I	Hard to Place Average Easy to Place 0 5 10 15	Rating Points	15
Health T	Poor Fair Good Excellent 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	Rating Points	15
Instructor Recommen-dation I	Poor Fair Good Excellent 0 1 2 3 4 5 6 7 8 9 10	Rating Points	10
Math Grades G	F D- D D+ C- C C+ B- B B+ A 0 2 4 5 4 2 1	Grades Points	5
English Grades G	F D- D D+ C- C C+ B- B B+ A 0 1 2 4 6 8 10 9 7	Grades Points	10
Clerical Ability (Bus. Rel. Grades) G	F D- D D+ C- C C+ B- B B+ A 0 1 2 5 8 10 7 6 5	Grades Points	10
			100
Add five points for each of these courses:		+10	110

Chemistry ▱
Algebra ▱

Rating Code:
G = Guidance
I = Instructor
T = Teacher

J. Everett Light Career Center
Secretarial Office Laboratory

Name_____

CRITERIA	SCALE		POINTS
Business Subjects G	0 1 2 3 4 5 6 7 8 / 0 2 5 8 10 12 15 17 20	Semester Completed / Points	20
Grades in Major Area G	0 .5 1.0 1.5 2.0 2.5 3.0 3.5 4.0 / 0 2 4 6 8 10 12 14	Grades / Points	14
Attendance G	+16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0 / 0 1 2 4 6 7 8 9 10 12 14 16 18 20	Days Absent / Points	20
Laboratory Instructor Recommendation T	Poor Fair Good Excellent / 1 4 6 8	Rating / Points	8
Counselor Recommendation G	Poor Fair Good Excellent / 1 4 6 8	Rating / Points	8
Typing Speed (GWAM) I/T	30 35 40 45 50 / 0 2 5 8 10	Speed / Points	10
Typing Accuracy I/T	8 7 6 5 4 3 2 1 0 / 0 2 5 8 10	Number of Errors / Points	10
Shorthand Speed (95% Accuracy) I/T	40 50 60 70 / 0 2 5 8 10	Speed / Points	10
			100

Rating Code:
G = Guidance
I = Instructor
T = Teacher

J. Everett Light Career Center
Clerical Office Laboratory

Name_____

CRITERIA	SCALE	POINTS
Business Subjects (Semesters Completed) G	0 1 2 3 4 5 6 7 8 Semester 0 2 5 8 10 12 15 17 20 Points	20
Grades (Major Area) G	0 .5 1.0 1.5 2.0 2.5 3.0 3.5 4.0 Grades 0 2 5 7 10 12 14 16 Points	16
Attendance G	+ 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0 Days Absent 0 2 5 8 10 12 14 16 18 20 Points	20
Laboratory Instructor Recommendations T	Poor Fair Good Excellent Rating 0 3 8 10 Points	10
Counselor Recommendation G	Poor Fair Good Excellent Rating 0 3 8 10 Points	10
Typing Speed (GWAM) I/T	30 35 40 45 50 Words/Min 0 2 6 9 12 Points	12
Typing Accuracy I/T	8 7 6 5 4 3 2 1 0 Number of Errors 0 2 6 9 12 Points	12
		100

Rating Code:
G = Guidance
I = Instructor
T = Teacher

Porter County Career Education Cooperative
HEALTH OCCUPATIONS

Name_____

CRITERIA	SCALE	POINTS
I Attendance G	20+ 19 16 14 12 10 8 6 4 2 0 — DAYS ABSENT 0 1 3 5 6 7 8 10 11 13 15 — Points	15
II Attitude T	Poor Fair Good Excellent — Rating 0 5 10 15 — Points	15
III Grades G	F F+ D- D D+ C- C C+ B B- B+ A- A — Grades 0 2 3 4 6 8 10 — Points	10
IV Employ-ability T/I	Hard to Place Average Easy to Place — Rating 0 1 2 3 4 5 6 8 10 12 14 15 — Points	15
V Personal Hygene T	Poor Fair Good Excellent — Rating 0 1 2 3 4 5 6 8 10 12 14 15 — Points	15
VI English Related Grades G	F F+ D- D D+ C- C C+ B- B B+ A- A — Grades 0 2 4 6 10 8 — Points	10
VII Orien-tation to Health T (Inst. Rec.)	Poor Fair Good Excellent — Rating 0 1 2 3 4 5 6 7 8 9 10 — Points	10
VIII Counselor Recommendation G	Poor Fair Good Excellent — Rating 0 1 2 3 4 5 6 7 8 9 10 — Points	10
		100

Rating Code:
G = Guidance
I = Instructor
T = Teacher

Porter County Career Education Cooperative
DENTAL HEALTH

Name_____

CRITERIA	SCALE	POINTS
I Attendance G	20 18 16 14 12 10 8 6 4 2 0 — Days Absent 0 1 3 5 6 8 10 11 13 15 — Points	15
II Attitude T	Poor Fair Good Excellent — Rating 0 5 10 15 — Points	15
III Grades G	F F+ D- D D+ C- C C+ B- B B+ A- A — Grades 0 2 4 6 10 9 8 — Points	10
IV Employ-ability T/I	Hard to Place Average Easy to Place — Rating 0 2 4 6 8 10 12 14 16 18 20 — Points	20
V Personal Hygene T	Poor Fair Good Excellent — Rating 0 1 2 3 4 5 6 7 8 9 10 — Points	10
VI English Related Grades G	F F+ D- D D+ C- C C+ B- B B+ A- A — Grades 0 2 4 6 10 8 — Points	10
VII Orien-tation to Health T (Inst. Rec.)	Poor Fair Good Excellent — Rating 0 1 2 3 4 5 6 7 8 9 10 — Points	10
VIII Counselor Recommendation G	Poor Fair Good Excellent — Rating 0 1 2 3 4 5 6 7 8 9 10 — Points	10
		100

Rating Code:
G = Guidance
I = Instructor
T = Teacher

Porter County Career Education Cooperative
Building Trades

Name_____

CRITERIA	SCALE		POINTS
Attendance G	15 10 5 0 0 1 2 3 4 5 6 7 8 11 13 15	Days Absent Points	15
Grades G	F F+ D- D D+ C- C C+ B- B B+ A- A 0 3 5 8 10 8 7	Grades Points	10
Attitude (avg. of 3) T	Poor Fair Good Excellent 0 4 8 10	Rating Points	10
Student Interest in Program I	Little Good Considerable 0 2 4 6 9 10 11 12 13 14 15	Rating Points	15
Teacher Recommendation (avg. of 3) T	Poor Fair Good Excellent 0 1 2 3 4 5 6 7 8 9 10 0 4 6 8 10	Rating Points	10
Counselor Recommendation G	Poor Fair Good Excellent 0 1 2 3 4 5 6 7 8 9 10 0 4 6 10	Rating Points	10
Math Grades G	F D- D D+ C- C C+ B- B B+ A 0 1 3 5 8 10 7 6 4	Grades Points	10
Ability to Get Along With Others (avg. of 3) T	Poor Fair Good Excellent 0 4 8 10	Rating Points	10
Responsibility (avg. of 3) T	Poor Fair Good Excellent 0 4 8 10	Rating Points	10
			100

Rating Code:
G = Guidance
I = Instructor
T = Teacher

Porter County Career Education Cooperative
Intensive Office Lab

Name_____

CRITERIA	SCALE	POINTS
Grades: (Ave. of Beg. & Adv. Typing, Bus. Mach.) G	F F+ D- D D+ C- C C+ B- B B+ A- A — Grade 0 5 20 30 35 — Points	35
Attendance G	10 9 8 7 6 5 4 3 2 1 0 — Days Absent 0 2 4 8 10 — Points	10
Teacher Recommendation (Ave. of 3) T	Poor Fair Good Excellent — Rating 0 15 20 25 30 — Points	30
Instructor Recommendation I	Poor Fair Good Excellent — Rating 0 3 6 9 10 11 12 13 14 15 — Points	15
Math Grades G	F D- D D+ C- C C+ B- B B+ A — Grades 0 3 5 — Points	5
English Grades G	F D- D D+ C- C C+ B- B B+ A — Grades 0 3 5 — Points	5
		100

Subtract 5 points for each class not taken:

Beginning Typing (Typing I)	-15
Advanced Typing (Typing II)	
Business Machines	

Rating Code:
G = Guidance
I = Instructor
T = Teacher

Porter County Career Education Cooperative
Distributive Education

Name_____

CRITERIA	SCALE		POINTS
Grades G	F F+ D- D D+ C- C C+ B- B B+ A- A 0 3 6 8 10 9 7 5 4 2 0	Grade Points	10
Attendance G	20 15 10 5 0 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	Days Absent Points	15
Ability to Get Along With Others (avg. of 3) T	Poor Fair Good Excellent 0 4 8 10	Rating Points	10
Attitude (Ave. of 3) T	Poor Fair Good Excellent 0 5 10 15	Rating Points	15
Counselor Recommendation G	Poor Fair Good Excellent 0 5 10	Rating Points	10
Instructor Recommendation T/I	Poor Fair Good Excellent 0 5 10 15 20	Rating Points	20
Employability T/I	Hard to Place Average Easy to Place 0 10 15	Rating Points	15
Student Career Objective I	Not D.E. Related Poor Fair Good Excellent 0 2 3 4 5	Rating Points	5
			100

Subtract 5 points if student has not successfully completed marketing. +5 105

Marketing

Rating Code:
G = Guidance
I = Instructor
T = Teacher

A. K. Smith Area Career Center
Vocational Foods

Name_____

CRITERIA	SCALE		POINTS
Attitude (T)	Poor 0 · Fair 5 · Good 10 · Excellent 15	Rating / Points	15
Interest in Food Service (I)	Poor 0 · Fair 4 · Good 6 · 8 · Excellent 10	Rating / Points	10
Responsibility (T)	Poor 0 · Fair 4 · Good 6 · 8 · Excellent 10	Rating / Points	10
Attendance (G)	20+ 0 · 15 2 · 10 5 · 7 · 9 · 5 15 · 0	Days Absent / Points	15
Grade Average (G)	F 0 · F+ 2 · D- 8 · D 10 · D+ C- C C+ B- B 6 · B+ A- A 5	Grades / Points	10
Quality of Work (T)	Poor 0 · Fair 4 · Good 6 · 8 · Excellent 10	Rating / Points	10
Quantity of Work (T)	Poor 0 · Fair 4 · Good 6 · 8 · Excellent 10	Rating / Points	10
Personal Hygiene (T)	Poor 0 · Fair 1 · Good 2 · 3 · Excellent 5	Rating / Points	5
Employability (I)	Hard to Place 0 · Average 5 · 10 · Easy to Place 15	Rating / Points	15
			100

Student must pass negative T.B. test: _____yes _____no

Rating Code:
G = Guidance
I = Instructor
T = Teacher

A. K. Smith Area Career Center
Building Trades

Name_____

CRITERIA	SCALE	POINTS
Attitude T	Poor 0 — Fair 5 — Good 10 — Excellent 15 (Rating / Points)	15
Interest in Building Trades I	Poor 0 — Fair 5 — Good 8 — Excellent 10 (Rating / Points)	10
Responsibility T	Poor 0 — Fair 4 — Good 6 — Excellent 8, 10 (Rating / Points)	10
Attendance G	20+ 0 — 15 2 — 10 6 — 5 12, 14 — 0 15 (Days Absent / Points)	15
Grade Avg. G	F 0 — F+ 4 — D- 12 — D 14 — D+ 20 — C- 16 — C — C+ — B- — B — B+ — A- — A (Grades / Points)	20
Quality of Work T	Poor — Fair 0 — Good 4 — Excellent 8, 9, 10 (Rating / Points)	10
Teacher Recommendation (avg. of 3) T	Poor — Fair 0 — Good 4 — Excellent 6, 8, 10 (Rating / Points)	10
I.A. Grade Average G	F 0 — D 4 — C 8 — B — A 10 (Grades / Points)	20
		100

Add 5 points for each I.A. course grades 7 - 10 — 100

Rating Code:
G = Guidance
I = Instructor
T = Teacher

A. K. Smith Area Career Center
Cooperative Office Education

Name_____

CRITERIA	SCALE	POINTS
Grades G	F D- D D+ C- C C+ B- B B+ A- A 0 1 2 3 4 5	Rating Points
Attendance G	+ 20 15 10 5 0 0 5 10 15 20	Days Absent Points
Attitude T	Poor Fair Good Excellent 0 5 10 15 20	Rating Points
Interest in COE I	Poor Fair Good Excellent 0 3 6 10	Rating Points
Typing Speed T	-20 25 30 35 40 45 50 55+ 0 4 6 7 8 9 10	Words/Min Points
Personal Hygiene T	Poor Fair Good Excellent 0 2 4 5	Rating Points
Employability I	Hard to Place Average Easy to Place 0 5 10 15	Rating Points
Numerical Ability (Acc. Gen.Bus Grades) G	F D- D D+ C- C C+ B- B B+ A 0 1 2 5 4	Grades Points
English Grades G	F D- D D+ C- C C+ B- B B+ A 0 1 2 3 4 5 6 7 10 8	Grades Points
		100

Rating Code:
G = Guidance
I = Instructor
T = Teacher

A. K. Smith Area Career Center
Distributive Education - Co-op

Name_____

CRITERIA	SCALE	POINTS
Attitude T	Poor Fair Good Excellent — Rating 0 4 6 10 — Points	10
Interest in D.E. I	Poor Fair Good Excellent — Rating 0 4 6 8 10 — Points	10
Responsibility T	Poor Fair Good Excellent — Rating 0 4 6 8 10 — Points	20
Attendance G	20+ 15 10 5 0 — Days Absent 0 5 10 15 20 — Points	20
Personal Hygiene T	Poor Fair Good Excellent — Rating 0 4 6 8 10 — Points	20
Quality of Work T	Poor Fair Good Excellent — Rating 0 4 6 8 10 — Points	20
Quantity of Work T	Poor Fair Good Excellent — Rating 0 4 6 8 10 — Points	20
Grades G	F F+ D- D D+ C- C C+ B- B B+ A- A — Rating 0 6 20 16 10 — Points	20
		50 100

Subtract 50 Points if student has NOT successfully completed - D.E.I (Sales)

_____ Yes _____ No

APPENDIX C: 4 SUPPLEMENTAL TEACHER RATING SHEETS (COPIES AVAILABLE FROM PROJECT DIRECTOR)

Benton Central Area Vocational School

Teacher's Recommendation Form

Home Economics Related Occupations

Student's Name _____

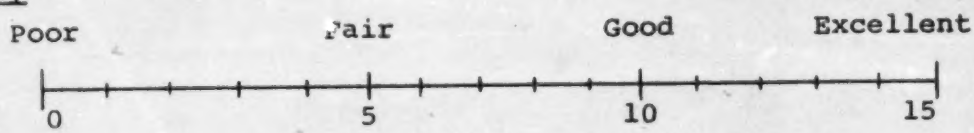
Recommending Teacher _____

Simply stated, what we want is your opinion of the student reduced to a numerical equivalent. Ideally, we desire a person who applies himself diligently to his work, relates well to his classmates and teachers, and has a pleasing personality.

Please check the following descriptions in order to indicate your evaluation of the student. Note the smaller divisions in some areas to help in making finer assessments.

1. Attitude -

2. Employability -



3. Trustworthy - worthy of confidence; dependable

Please give the following items your careful consideration and circle the percent of the time this student exhibits that particular trait according to your observation during the time you have known him.

4. Ability to Work With Others - cooperative and friendly; can take orders as well as give them

Percent 0 10 20 30 40 50 60 70 80 90 100

5. Responsibility - willing to accept delegated duties; follows directions; takes initiative without being asked

Percent 0 10 20 30 40 50 60 70 80 90 100

6. Health - free from communicable disease and uncontrolled mental or physical conditions; is able to attend school regularly and perform class assignments

Percent 0 10 20 30 40 50 60 70 80 90 100

J. Everett Light Career Center

Teacher's Recommendation Form 42

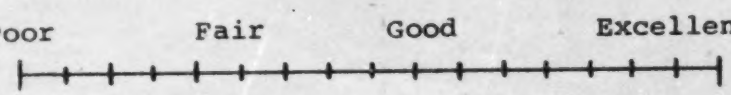
Student Name _____

Recommending Teacher _____

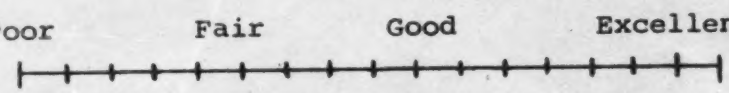
Simply stated, what we want is your opinion of the student reduced to a numerical equivalent. Ideally, we desire a person who applies himself diligently to his work, relates well to his classmates and teachers, and has a pleasing personality.

Please check the following descriptions in order to indicate your evaluation of the student. Note the smaller divisions in some areas to help in making finer assessments.

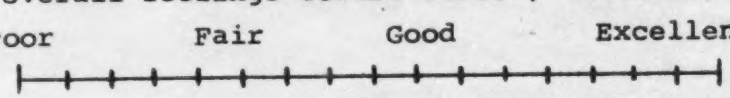
1. Instructor Recommendation -



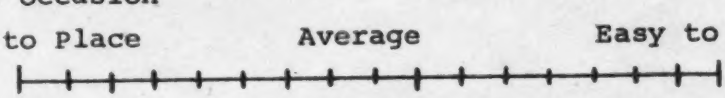
2. Counselor's Recommendation -



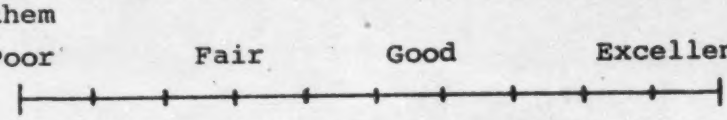
3. Attitude - general overall feelings toward school, teachers, peers....



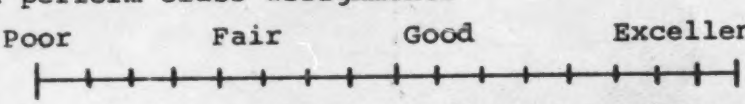
4. Employability - prompt, attendance regular, dresses appropriately for occasion



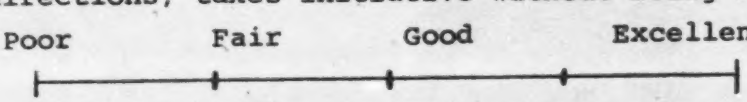
5. Ability to Get Along With Others - cooperative and friendly, can take orders as well as give them



6. Health - free from communicable disease, mentally sound, neat and clean personal appearance, is able to attend school regularly and perform class assignments



7. Responsibility - willing to accept delegated duties; follows directions; takes initiative without being asked



General Comments:

Porter County Career Education Cooperative
Education Cooperative

Teacher's Recommendation Form

Student Name _____

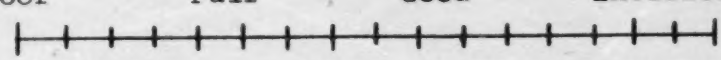
Recommending Teacher _____

Simply stated, what we want is your opinion of the student reduced to a numerical equivalent. Ideally, we desire a person who applies himself diligently to his work, relates well to his classmates and teachers, and has a pleasing personality.

Please check the following descriptions in order to indicate your evaluation of the student. Note the smaller divisions in some areas to help in making finer assessments.

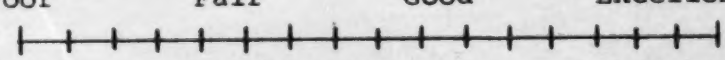
1. Instructor Recommendation -

Poor Fair Good Excellent



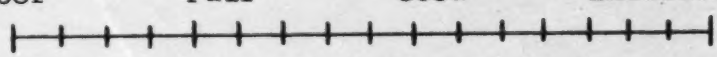
2. Counselor's Recommendation -

Poor Fair Good Excellent



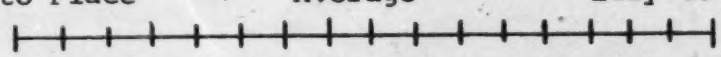
3. Attitude - general overall feelings toward school, teachers, peers....

Poor Fair Good Excellent



4. Employability - prompt, attendance regular, dresses appropriately for occasion

Hard to Place Average Easy to Place



5. Ability to Get Along With Others - cooperative and friendly, can take orders as well as give them

Poor Fair Good Excellent

6. Personal Hygiene - free from communicable disease, mentally sound, neat and clean personal appearance, is able to attend school regularly and perform class assignments

Poor Fair Good Excellent

7. Responsibility - willing to accept delegated duties; follows directions; takes initiative without being asked

Poor Fair Good Excellent

General Comments:

A. K. SMITH AREA CAREER CENTER

Teacher's Recommendation Form 44

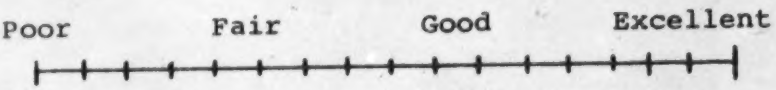
Student Name _____

Recommending Teacher _____

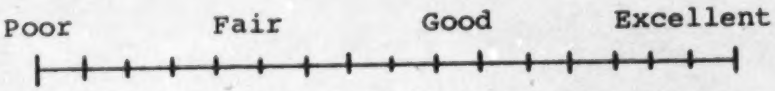
Simply stated, what we want is your opinion of the student reduced to a numerical equivalent. Ideally, we desire a person who applies himself diligently to his work, relates well to his classmates and teachers, and has a pleasing personality.

Please check the following descriptions in order to indicate your evaluation of the student. Note the smaller divisions in some areas to help in making finer assessments.

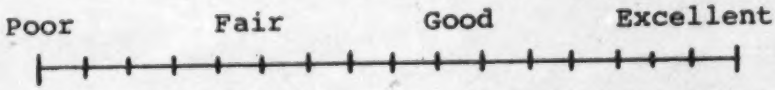
1. Instructor Recommendation -



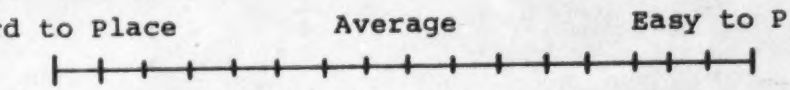
2. Counselor's Recommendation -



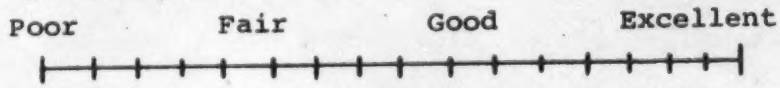
3. Attitude - general overall feelings toward school, teachers, peers....



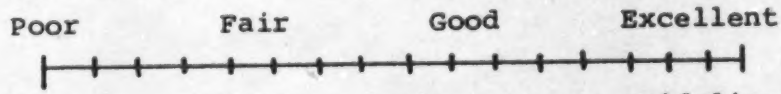
4. Employability - prompt, attendance regular, dresses appropriately for occasion



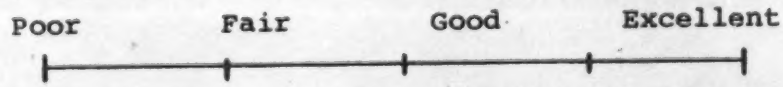
5. Personal Hygiene - free from communicable disease, mentally sound, neat and clean personal appearance, is able to attend school regularly and perform class assignments



6. Responsibility - willing to accept delegated duties; follows directions; takes initiative without being asked



7. Quality of Work - neatness, accuracy, follows assignments or guidelines, etc.



8. Quantity of Work - amount of work completed in terms required of assignments, reading, etc.

General Comments:

APPENDIX D: REVISED COPY OF GUIDANCE COUNSELOR HANDBOOK "DEVELOPING CAREER COUNSELING INSTRUMENTS" IS INCLUDED AS ATTACHED SUPPLEMENTAL DOCUMENT (ADDITIONAL COPIES AVAILABLE FROM PROJECT DIRECTOR)

APPENDIX E: LETTER TO VOCATIONAL TEACHERS

PURDUE UNIVERSITY
SCHOOL OF TECHNOLOGY
WEST LAFAYETTE, INDIANA 47907

DEPARTMENT OF
INDUSTRIAL EDUCATION

April 26, 1976

Well the end of the school year is almost in sight. I know there were perhaps times when you didn't think you or your students would make it this far - at least together that is.

As mentioned in the workshop last May and again this Spring I will need you to rank your class at the end of the year. On the enclosed form would you please rank, to the best of your ability, the students enrolled in your class <u>following these instructions</u>.

1. Cross-out the name for any student who has not finished the complete school year.
2. Do not add any names to the enclosed list.
3. Rank the students - the best student first, second best student second and so on. There should be no ties.

<u>NOTE</u>: The best student would be defined as the student who has profited <u>most</u> from your course. If you were to employ your students the best student would likely be the first one you would hire.

4. Please do not consult your ranking list made last fall as an aid in your decision making.

Please return the form in the enclosed envelope within the next week. If I can be of further assistance please feel free to contact me at (317) 493-3182. Thank you for your cooperation through out the year and have a nice summer vacation.

Professionally yours,

Jerry Wircenski

JW/cd

Enclosure

P.S. You will receive a copy of the final project report about June.

PROGRAM _____

INSTRUCTOR _____

Student's Name (Please Print)	Rank - A	Rank - B
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
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21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		

APPENDIX F: LETTERS OF COMMUNICATION
REGARDING FIELD TESTING
GUIDANCE COUNSELOR HANDBOOK

BEST COPY AVAILABLE

129 Michael Golden Labs

May 28, 1976

Mr. Anthony Wesolowski, Jr.
Four County Area Vocational Cooperative
701 East Houston Street
Garrett, Indiana 46738

Dear Tony:

Enclosed you will find fifteen (15) packets containing the guidance handbook to be field tested. Please distribute them to the counselors you have identified, requesting them to be returned by June 20, 1976, in the self-addressed envelope included in each packet. Also, if you would enclose a memo indicating your support and interest in seeing this project completed, I am sure it will serve to expedite matters.

Thank you.

Professionally,

Jerry L. Wircenski
Assistant Professor
of Industrial Education

JLW/jw

Enclosures: 15 handbook packets
1 extra handbook
1 extra copy of letter to counselors

PURDUE UNIVERSITY
SCHOOL OF TECHNOLOGY
WEST LAFAYETTE, INDIANA 47907

DEPARTMENT OF
INDUSTRIAL EDUCATION
129 Michael Golden Labs

Dear Counselor:

I would like to solicit your reactions to the enclosed guidance handbook by having you develop a career counseling instrument. The task will take approximately two (2) hours of your time. All instructions and forms are included. Since this is a "field-testing" process, feel free to write in comments in those areas you find confusing or unclear.

Please return the handbook and completed instrument by June 20, 1976, in the enclosed envelope. All participants and comments will be anonymous in any reports.

Thank you in advance for your efforts.

Professionally,

Jerry L. Wircenski
Assistant Professor
of Industrial Education

JLW/jw

Enclosure

PURDUE UNIVERSITY
SCHOOL OF TECHNOLOGY
WEST LAFAYETTE, INDIANA 47907

DEPARTMENT OF
INDUSTRIAL EDUCATION

The booklet entitled, "Developing Career Counseling Instruments", arrived in this morning's mail. I would like to take a minute to thank you for your time. It is through efforts such as yours that greater improvements in the educational profession can be achieved.

Professionally,

Jerry L. Wircenski
Assistant Professor and
Program Coordinator
Vocational-Industrial Education

APPENDIX G: MISCELLANEOUS

TO: Guidance Personnel

FROM: Jerry Wircenski

DATE: March 9, 1976

will be returning the reference forms to your department.

1. Distribute explanation form to all staff members involved.
2. Distribute recommendation forms to teachers.
3. Collect forms as they return
4. Mail back to me after about one week.

TO:

FROM:

DATE: March 9, 1976

REGARDING: Distribution of Reference Form

1. Explain the purpose of the activity to your students.

2. Distrubute two (2) copies to each student in your class.

3. Have students Print the name of two teachers, counselors or administratiors who know them well and who they would like to have a recommendation from. Preferably somone who they have had their sophomore year. (NOTE: Do not fill out a reference form for any student you have this year).

4. Collect forms from students and return them to the Guidance Department to be distributed to teachers.

CS 229 080

TO: ALL STAFF MEMBERS

FROM: GUIDANCE DEPARTMENT

DATE: March 8, 1976

SUBJECT: RECOMMENDATION FORMS

Several of our staff members are working on a student counseling project with Purdue University. As a part of this project, you may be asked to rate some of your former students. At no time will the students be aware of your ratings. Once results have been tabulated, all records will be destroyed. At your earliest convenience, please return the forms to the Guidance Department.

CE 009 068